



Reform Redesign Report

Carstens Elementary-Middle School

Detroit City School District

Ms. Donna Thornton
13000 Essex Avenue
Detroit, MI 48215-3243

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

LOCATION AND FACILITY

Carstens is located at 13000 Essex Street on the far southeast side of Detroit, Michigan. Neighboring the Carstens' Community are homes that range in cost and luxury. Directly across from Carstens is the Jefferson Square Apartments for Section 8 and low income families which is where the majority of Carstens' student population resides. More affluent homes/residences that neighbor the school's campus include Grey Haven, Victoria Park, Clairpointe and Morgan Estates and Townhouses. Additionally, the Carstens' Community neighbors Grosse Point and has approximately four charter schools which compete for student enrollment: Legacy, Timbuktu, Enterprise and Merit Academy.

The Carstens facility has approximately 120,000 square feet and has two stories. There are 47 classrooms, 32 which are designated for the instruction of general education students. Due to the large number of students who have been identified as "self-contained" as indicated in their Individual Educational Plans (IEPs) 13 of these classrooms are designated for the sub-group, Students with Disabilities with one being identified for Occupational Therapy (OT) and two for resource. Five of the 46 classrooms are designated for Small Group Instruction and one as a teacher lounge.

Carstens was identified as a High Priority School in 2011-2012 school year and is now in Year 3 of School Reform/Design.

STAFF

In July 2012, the instructional team at Carstens was reconstituted which included the administration, the entire instructional team and the instructional support staff and the lunchroom staff. The staff in its entirety include: one principal, one assistant principal/Academic Engagement Administrator, one engineer, thirty-five teachers, twelve special education teachers, two Pre-K teachers, fourteen trainable aides and five school service assistants (one vacancy), four members of the kitchen staff, four noon hour aides, one psychologist, two speech pathologists, one occupational therapist, one physical therapist, one counselor, two social workers, one security officer, two nurses, two education technicians, one instructional specialist, one Title I teacher, one graduate assistant, three clerical members, two Class Size Reduction (CSR) Teachers for Kindergarten and First Grades and four members of the custodial staff.

The entire Carstens Staff is highly educated and highly qualified for the positions in which they hold.

35 teachers (2 which are PRK, 1 Title I, 12 Special Education, 18 General Education and 2 CSR Teachers)

1 Instructional Specialist

14 Para-professionals

5 School Service Assistants

2 Ed Technicians

STUDENT POPULATION AND ENROLLMENT

The school is comprised of grades PK through 8 and as of November 1, 2013, there are approximately 565 students enrolled.

GENDER AND ETHNIC DISTRIBUTION

- ~ 54% or 304 are male students and 46% or 260 are female students.
- ~ 99% or 558 students are of African American (Black) descent.
- ~ < 1% or 2 students are of the White/Caucasian descent.
- ~ < 1% or 2 students are of the American Indian or Alaska Native descent.
- ~ <1% or 1 student is of the Bangladeshi ethnicity.

STUDENTS WITH DISABILITIES

422 students (75%) fall within the category of general education and 143 students fall into the category Students with Disabilities. Twenty-five percent of Carstens' student population is comprised of the sub-group, Students with Disabilities. 31% of the certified teaching staff service the population, Students with Disabilities.

Self-contained classes encompass the following categories: Physical Otherwise Health Impaired (POHI) ~ three classes; Early Childhood Developmentally Delayed (ECDD) ~ one class, Autism Spectrum Disorder (ASD) ~ one class; Learning Disabled (LD) ~ two classes; Mildly Cognitive Impairment (MICI) ~ two classes.

SOCIO ECONOMIC STATUS (SES)

The socio-economic-status of Carstens entitles 100% of Carstens students eligible to receive free lunch. In addition, due to the Detroit District receiving district-wide federal support for a universal breakfast and lunch program, all students currently attending Carstens Academy receive free breakfast, free lunch, as well as, a free supper for after-school participants.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

VISION

Carstens Academy envisions a safe and respectful learning environment, where students "Exceed Expectations" and achieve at or above their highest educational potential using a Multi-Tiered Systems of Support (MTSS) model.

VISION STATEMENT

Carstens Academy will be a competitive leader in academic achievement through the use of researched based, data-driven strategies that address students' growth in a safe environment. Carstens will become a first choice for residents within the Carstens' Community, including non-residents.

Instruction is meaningful and significant and meets the individual needs of all students. Group and individual assessments are on-going, reviewed and analyzed often, allowing for the improvement of instructional delivery which is based on the needs of our students. All parents, students, staff and community members are encouraged to be active participants in this endeavor.

MISSION STATEMENT

Carstens Academy will prepare each child academically and socially to become independent life-long learners. Highly Qualified educators use data-driven lessons and research-based strategies supported by technology within a safe and nurturing environment to deliver rigorous and relevant instruction.

BELIEFS

We at Carstens believe that:

1. Instructional Learning and School Safety and Security are the chief priorities of our school.
2. Education is a partnership involving the home, the community and our school.
3. Literacy skills are fundamental to student success.
4. Education is a lifetime process.
5. Schools should foster social responsibility.
6. Individuals should be encouraged to make choices and take chances.
7. All stakeholders must work collaboratively to create and establish a successful learning environment.
8. The safety and security of all stakeholders is a priority.
9. Respect for self and others promotes healthy relationships and a successful working and learning environment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Carstens notable achievements in the past three years include:

- ~ a significant increase in 3rd grade math scores and 7th grade writing scores.
- ~ a significant increase in reading for grades 4, 5 and 7
- ~ increased parent and community involvement by actively recruiting parent volunteers
- ~ reduced code violations amongst the student population
- ~ increased student attendance
- ~ increased communications with secondary and post secondary levels
- ~ initiated an athletic program for students in grades 5 - 8 (boys and girls)
- ~ initiated a band program

Areas for improvement include:

- ~ student achievement
- ~ student mobility and transitions
- ~ code of conduct reductions
- ~ Accelerated Reading and Mathematics usage
- ~ project-based activities

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

- ~ Carstens MEAP scores have improved greatly
- ~ Carstens exceeded the District's academic performance on the Seventh Grade Writing by 2.4% percentage points.
- ~ Carstens was once a "Golden Apple" School
- ~ Starks, Remus Robinson and Guyton were consolidated and now comprise Carstens Academy in the Remus Robinson facility.
- ~ Enrollment Campaigns have attracted students to return to Carstens from outside of the District and Carstens' boundaries
- ~ More than fifty percent of the Carstens' Staff has changed which includes: Administration and the Instructional staff in 2012 - 2013.
- ~ Carstens is establishing a parent group regarded as PAC-SA (Parent Advisory Council for Student Achievement)
- ~ Partnerships include: Gleaners, Children's Choir, WRESA, MSU, Volunteer Reading Corps, Vision Program, Mobile Dentist, STEM: Genius, Project Seed, InsideOut Literacy, Entrepreneur Works, Readiness, LLC and Sisters Inspiring Sisters.
- ~ Carstens now has a band, boys' and girls' basketball, cheerleading, football, Academic Games, 21st Century, Making Strides, College Promise, Upward Bound and Science with Cranbrook.
- ~ Carstens has an Extended Learning Opportunity for students to attend school through July.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Donna M. Thornton, Principal, donna.thornton@detroitk12.org
Dwayne Triplett, Asst Administrator, dwayne.triplett@detroitk12.org
Veronica Hollis, SIP Chair, veronica.jackson-hollis@detroitk12.org or roni2blezd@aol.com
Regina Hollingshead, Lead MS Teacher, regina.hollingshead@detroitk12.org
Supora Taylor-Smith, Lead ES Teacher, supora.taylor@detroitk12.org
Cordell Gibson, ILT Member/Teacher, cordell.gibson@detroitk12.org
Henrietta Freeman, ILT Member/Teacher, henrietta.freeman@detroitk12.org
Cheryl Harris, Lead Sped Teacher, cheryl.harris@detroitk12.org
Michele Daniels, Teacher, michele.daniels@detroitk12.org
Paul Wiley, Teacher, paula.sarratt@detroitk12.org or clevelandteacher1996@yahoo.com
Connie Jackson, Instructional Specialist, constance.jackson03@detroitk12.org
Kelley Gee-Johnson, Parent, kmgee@aol.com
Angela Dowdell, Parent (no email address)
Aaliyah Jones, Student Council President (no email address)
Charisma Carlisle, Student Council Member (no email address)

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Three big ideas that derived from school improvement planning are:

- a. Increase reading comprehension skills through the usage of technology (Smart Boards, Over Head Projectors, Document Cameras, Classroom Performance System (CPS), Netbooks and PCs, Geo Boards, iPads, T-Inspire Calculators, etc.)
- b. Implement a Multi-Tiered System of Support (MTSS) model with an emphasis on Positive Behavior Intervention Strategies (PBIS) to address students who are "at risk" and are in need of immediate intervention and support. The primary focus will be on those students who are at risk for retention, drop out status, homelessness and instructional disabilities.
- c. Provide an opportunity to increase time for instructional learning. Extended Learning Opportunities (ELO) may be provided in a variety of ways: before or after school instruction, increasing instructional hours within the school day/week, extending the school year, providing a Saturday School program, enriching the curriculum with specials like STEM, Children's Choir, Project Seed, Go Green Initiatives, Garden Plan or Lemonade Day.

State what data were used to identify these ideas.

Using current data, the instructional team identified which students were at risk in the core subjects to target gaps in achievement and further align instruction. Teachers utilized formative assessments to progress monitor students' growth and adjust instruction to increase student performance. Annual review of academic, perception, demographic and process data assists with the evaluation of curriculum and program effectiveness as it relates to student achievement. The merger of the Carstens and the Remus Robinson schools continues to directly affect whole school achievement.

The Carstens Instructional Leadership Team (CILT) reviewed trends in data for ELA, science, mathematics and social studies across applicable grades. Data from both merged schools was analyzed providing a prescriptive intervention plan for the 608 (March 2013 data) students attending Carstens at Remus Robinson Elementary/Middle School.

Specific data from the following was used to develop the school-wide Transformation Reform Plan:

2012 MEAP DATA:

ELEMENTARY

MEAP Reading results: Carstens' MEAP Proficiency Level for Grade 3 is 13.6% and the Proficiency Level for the District is 42.7% leaving an achievement gap of 29.1% points. Carstens' MEAP Proficiency Level for Grade 4 is 32.7% and the Proficiency Level for the District is 40.7% leaving a gap of 8.0% points. Carstens' MEAP Proficiency Level for Grade 5 is 31.8% and the Proficiency Level for the District is 44.5% leaving a gap of 12.7% points.

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MIDDLE SCHOOL

Carstens' MEAP Proficiency Level for Grade 6 is 41.2% and the District is 45.3% leaving an achievement gap of 4.1% points. Carstens' MEAP Proficiency Level for Grade 7 is 29.1% and the Proficiency Level for the District is 33.0% leaving an achievement gap of 3.9% points. Carstens' MEAP Proficiency Level for Grade 8 is 26.1% and the Proficiency Level for the District is 45.9% leaving an achievement gap of 19.8% points.

ELEMENTARY

MEAP Mathematics results: Carstens' MEAP Proficiency Level for Grade 3 is 1.6% and the Proficiency Level for the District is 15.7% leaving an achievement gap of 14.1% points. Carstens' Proficiency Level for Grade 4 is 4.3% and the Proficiency Level for the District is 17.8% leaving a gap of 13.5% points. Carstens' Proficiency Level in Grade 5 is 1.6% and the Proficiency Level for the District is 17.0% leaving an achievement gap of 15.4% points.

MIDDLE SCHOOL

The Proficiency Level for Grade 6 is 2.0% and the Proficiency Level for the District is 13.6% leaving an achievement gap of 11.6% points. The Proficiency Level for Grade 7 is 5.6% and the District's is 13.2% leaving a gap of 7.6% points. The Proficiency Level for Grade 8 is 4.5% and the District's is 10.8% leaving an achievement gap of 6.3% points.

MEAP Science Results: Carstens Proficiency Level for Grade 5 is 0.0%. The Proficiency Level for the District is 2.8% leaving an achievement gap of 2.8% points. The Proficiency Level for Grade 8 is 0.0%. The Proficiency Level for the District is 3.5% leaving an achievement gap of 3.5% points.

MEAP Writing Results: Carstens Proficiency Level for Grade 4 is 12.5% and the Proficiency Level for the District is 19.5% leaving an achievement gap of 7.0% points. The Proficiency Level for Grade 7 is 30.4% and the Proficiency Level for the District is 28.0%. Carstens' seventh grade students outperform the District by 2.4% points.

2012 - 13 MI STAR/ZANGLE:ta for retention, behavior and attendance

The District's management of its systems and operations are conducted via MI STAR for Student Information System (SIS) and Pupil Population Management (PPM). Analyses of Grade Distributions and Retention by Grade, Student Code reports and attendance provided information for academic, behavioral and social support systems.

~Grade Distribution and Retentions include:

~Analyses of Undesireable Behavior Incidents include:

-----A04-Truancy: B13-Verbal Abuse:

-----B17-Fighting: B19-Other Prohibited Conduct:

-----C-Activities for Expulsion

Data Analysis is on-going and instructional practices are adjusted on the everchanging data and demographics of the school community. Recent Data Digs support the implementation of a school-wide Response to Intervention. Changes in Carstens' Organizational Structure are based on continuous Data Dialogues which include the analyses of the following:

2012-13 DIBELS (BOY) vs. 2012-13 DIBELS (MOY) results indicate:

49% of Carstens Kindergarten students perform well-below benchmark BOY assessments whereas only 46% perform well-below

benchmark during MOY. 23% performed below benchmark versus the 29% which performed at benchmark for the MOY assessment. 24% of the students performed at or above benchmark during the BOY assessment vs. 25% performing at or above during the MOY assessment. This is an indication that teaching and learning is in alignment and has increase student performance by 3% points for students performing at or above benchmark.

71% of Carstens First Grade students perform well-below benchmark BOY assessments whereas 72% perform well-below benchmark during MOY and increase of 1% point. 11% performed below benchmark versus the 8% which performed at benchmark for the MOY assessment. 18% of the students performed at or above benchmark during the BOY assessment vs. 20% performing at or above during the MOY assessment. This is an indication that teaching and learning is in alignment and has increase student performance by 2% points for students performing at or above benchmark even though there was a slight decline for students scoring well-below.

48% of Carstens Second Grade students perform well-below benchmark BOY assessments whereas only 46% perform well-below benchmark during MOY. 13% performed below benchmark versus the 9% which performed at benchmark for the MOY assessment. 39% of the students performed at or above benchmark during the BOY assessment vs. 45% performing at or above during the MOY assessment. This is an indication that teaching and learning is in alignment and has increase student performance by 6% points for students performing at or above benchmark and that the population performing below and well-below are advancing into proficiency.

76% of Carstens Third Grade students perform well-below benchmark BOY assessments whereas only 68% perform well-below benchmark during MOY. 15% performed below benchmark versus the 12% which performed at benchmark for the MOY assessment. 9% of the students performed at or above benchmark during the BOY assessment vs. 20% performing at or above during the MOY assessment. This is an indication that teaching and learning is in alignment and has increase student performance by 11% points for students performing at or above benchmark and has successfully decreased the percentage points of students performing below and well-below benchmark status.

64% of Carstens Fourth Grade students perform well-below benchmark BOY assessments whereas only 53% perform well-below benchmark during MOY. 13% performed below benchmark versus the 21% which performed at benchmark for the MOY assessment. 23% of the students performed at or above benchmark during the BOY assessment vs. 26% performing at or above during the MOY assessment. This is an indication that teaching and learning is in alignment and has increase student performance by 3% points for students performing at or above benchmark and that the percentage of students performing well-below benchmarks is decreasing.

60% of Carstens Kindergarten students perform well-below benchmark BOY assessments whereas only 55% perform well-below benchmark during MOY. 34% performed below benchmark versus the 21% which performed at benchmark for the MOY assessment. 6% of the students performed at or above benchmark during the BOY assessment vs. 24% performing at or above during the MOY assessment. This is an indication that teaching and learning is in alignment and has increase student performance by 18% points for students performing at or above benchmark and the percentage of students performing well-below benchmark is declining.

Additional assessments utilized to make programmatic adjustments include data from STAR Reading and Mathematics and MAP

Results from formative assessments are indicative of the need for rapid turnaround services and support and the implementation of an amended Transformational Reform Plan.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Detroit Public Schools has made the commitment to continue supporting school reform at Carstens Academy with the on-going implementation of the Transformation Model. The District has aligned the Principal Selection Process for Priority Schools to the "Two-Year Rule". Carstens is currently in Year 2 for school reform.

Year 1 of school reform began in July 2011 with the consolidation of Carstens Elementary School with Remus Robinson Academy. With this merger came the appointment of a new administrative team which included Janice Richardson, Principal and Kenneth Jenkins, Assistant Principal. Both administrators qualified under the "Two Year Rule." Janice Richardson was assigned to the original Carstens Elementary which was located on Coplin Street during the 2010/2011 school year; Mr. Kenneth Jenkins was assigned to Carstens during the 2011/2012 school year. The "old" Carstens Elementary School merged with Remus Robinson Middle School in September, 2011. The school's size more than doubled with this merger.

Janice Richardson is a novice principal. Her first assignment was at Carstens Elementary School. It was believed that she was selected for the merging of Carstens Elementary School with Remus Robinson Middle School because she was already an accepted and welcomed member of the Carstens Community. Mrs. Richardson understood how to emobilize staff members to work as team. She emphasized collaboration and welcomed feedback as she supported innovative, realistic teaching strategies.

Kenneth Jenkins supported the principal with the merger of Carstens Elementary with Remus Robinson Middle School. Mr. Jenkins worked with two other schools that were also involved in a reform process: Nolan and Duffield Elementary-Middles Schools. He also worked at Henry Ford High School when it merged with Redford and Cooley High Schools. Mr. Jenkins's skill set enabled him to address the unique problems that arose during that consolidation.

Together, Janice Richardson and Kenneth Jenkins diligently worked to create a climate of partnership and collaboration to implement the Transformation Model.

Continued support by Detroit brought about another major transformation throughout the District. The implementation of a new tool used for Teacher Evaluation and the closure of 15 schools which transfered to the Educational Achievement Authority. This moved prompted a great deal of administrative and teaching movement within the remaining 102 Detroit Public Schools.

The paradigm shift involved the following changes for the 2012 - 2013 school year: on July 1, 2012, the appointment of a new School Administrative Team. Principal Donna Thornton and Assistant Principal Dwayne Triplett play key roles in modifying, implementing and evaluating Carstens' school-wide Reform Plan through the use of data analysis, instructional leadership and teacher collaboration to reach the goals and objectives outlined in the amended plan. Through modeling, organizational restructuring and improving two-way communication, the administrative team, along with key personnel, will lead school wide efforts to ensure that Carstens' vision and mission are understood by all staff and community and that clearly defined school-wide strategies are implemented to meet educational and behavioral goals.

Principal Thornton was selected as the Principal for Carstens Academy based on her abilities and experience as a Turnaround Principal.

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Carstens Elementary-Middle School

Principal Thornton has over 20 years of professional experience in Education for Grades PK - Adult Education, all within Detroit Public Schools. She has served in numerous educational positions that have given her the background and skills needed to provide a prescriptive solution within priority schools. She has demonstrated competency through her leadership at previous Detroit Public Schools by successfully using data to implementing school-wide reform plans and instructional strategies, receiving school improvement grant funds and obtaining adequate yearly progress. Under Principal Thornton's leadership, the staff was desired and motivated towards making significant change. Thornton has a proven record for increasing staff attendance for professional development activities, increasing both staff and students' attendance rates, decreasing negative behaviors and increasing the graduation rate at three schools: Pershing HS, Detroit High School for Technology and Cleveland Intermediate HS. Positive change was acquired through an alternate governance, shared decision making through the implementation of Professional Learning Communities, relevant professional development, on-going data analysis, teaching with technology, rigor and relevance, Inspecting What is Expected and adding a Response to Intervention via Differentiated Instruction.

Assistant Principal Triplett was selected by Principal Thornton to help lead the Reform process. Mr. Triplett received high quality recommendations for a proven record for implementing school-wide reform. Dwayne Triplett has served as an administrator with Detroit Public Schools for 4 years. He also has experience with school reform and implementation of redesign plans. Mr. Triplett assisted with the successful implementation of the Turnaround Model at Bethune/Fitzgerald Academy with a two million dollar school improvement grant. Mr. Triplett's background in specialized students' services is essential to Carstens' large population of students with disabilities. Using data to drive instruction is Mr. Triplett's forte. Providing academic support for novice teachers through data driven discussions, mentoring and modeling are a few skill sets in Mr. Triplett's repertoire. Former schools also include Drew Academy and University Prep.

With the assignment of Ms. Thornton and Mr. Triplett in July 2012, Carstens Academy has begun to transform into an educational institution where members of professional learning communities provide rigorous and relevant instruction based on students' data and proven instructional strategies.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

INSTRUCTIONAL/TEACHERS

Detail the Collaborative Process to Create a Teacher/Leadership Evaluation:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 - 2011 school year.

Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

Evaluations Designed with Teacher/Principal Involvement:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 - 2011 school year.

Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

STUDENT GROWTH FACTOR for 2012 - 13

The Student Growth Factor as it pertains to teacher effectiveness will be based on the following:

Grades PK - 2 will be evaluated on C O R (COR) for ELA, mathematics, science and social studies

Grades 3 - 8 will be evaluated on STAR for ELA and mathematics

Grades 3 - 8 will be evaluated on Central Office Pre-Post Tests based on Instructional Pacing Charts in science and social studies from February 27 through May 30, 2013.

LEADERSHIP/ADMINISTRATION

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor

The original administrative evaluation of tool utilized by Detroit Public Schools was reviewed after receipt of the MCEE Final Recommendations. It was determined that the tool needed to be updated with components aligned to the administrator evaluation recommendations. The components that were sustained include the Initial Goal Setting and Mid-Year Review of Goals. Below you will find a timeline for the development, implementation and inclusion of the additional components that were added to the tool. The initial goal setting was based upon the School Improvement/Reform-Redesign Goals that were submitted in the School Improvement Plans.

Timeline for 2013-2014 Evaluation Implementation:

August 1, 2013 to September 1, 2013 - Review of School Improvement Plans and Updating School Improvement Goals

September 1, 2013 - Principals submitted School Improvement Goals (The goals set in the School Improvement or Reform/Redesign plans are the basis of the indicators used in the administrator evaluation tool used in Detroit Public Schools.)

October to December 2013 - Review Collection of Data (Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data)

January to February 2014 - Mid Year Review and Collection of Feedback (Principals will meet with their supervisors to review the school improvement goals. They will also have an opportunity to provide feedback on the process for providing progress, evidence, and artifacts towards meeting their goals.)

March to May 2014 - Review of Data Collection (Principals will continue to review assessment, School Improvement Progress, attendance

rates, and Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data. Monthly meetings will be held with Assistant Superintendents to analyze the data collected. Verbal and written feedback will be provided to the principals on the data collected which will include recommendations for any areas of concern.)

June 2014 - Final Summative Evaluation Conducted

Final Summative Evaluation will consist of the following measures:

- 1) Continuous Improvement Practices - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) Instructional Leadership - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) Managerial Leadership - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) Organizational Leadership - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 5) Professional Ethics - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Detroit Public Schools will continue to update the Administrative Evaluation Tool as recommendations are provided by the MCEE.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

After surveying the current staff to determine possible incentives for acknowledging those members who successfully increase student achievement resulted with the following possible rewards:

1. Additional preps or comp time
2. Certificates and/or Gift Cards
3. A brunch or luncheon
4. Public acknowledgement
5. Employee of the Month Parking Space

II. Remove Leaders/Staff Who Have Not Increased Student Achievement:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

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(Page 20) Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be determined by the Selection Committee.

Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. All instructional and instructional support personnel shall be members of the bargaining unit.

(Page 21) Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

(Page 22) In the event a teacher decides not to return to the Priority School or the Principal advises a teacher that he/she will not be retained for the following school year, that teacher shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

Central Office Curriculum Supervisors developed a plan to pre and post test students in order to measure mastery on the Common Core State Standards (CCSS). Time was well spent in professional development sessions to plan this strategy. The staff believe if students are given targeted CCSSs as outlined in the District's Pacing Charts, students will be better able to master the necessary skills and concepts.

Staff members demonstrating difficulties showing student growth (evidenced by data) will be referred to a Peer Support Team. Staff demonstrating continued difficulties will be referred to school administration for support with pedagogical competencies through Administrative Coaching and Peer Support, Core Coaching, Instructional Specialist coaching to assist with instructional and behavioral procedures. Implementation of this process that will take place at the beginning of the 2012-2013 school year.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Each staff member completed a Professional Learning Plan (PLP). The PLP required teachers to develop a plan for instructional growth. Professional Development will support Carstens' staff and students in the following manner:

SCHOOL CLIMATE:

Learning cannot take place until all students are prepared to learn; students must possess a mind-set for being prepared to learn on a daily basis. Students must possess a positive attitude towards self, peers, staff and the school. Staff members will be involved with professional development on:

1. The effects of low socioeconomics on school behavior and readiness to learn (Poverty, Homelessness).
2. Techniques to improve the school's climate (WRESA support and other possible consultants).
3. Improving students' self-esteem with programs for mentoring (Girl/Boy Scouts, after-school programs, etc).
4. Developing a Positive Behavioral Intervention Strategy (PBIS) using schoolwide Norms, Expectations and Rules with rewards and consequences

INSTRUCTIONAL

English Language Arts (Reading and Writing): Data indicates that most students struggle with reading, writing and comprehension. A concentration on Reading to Comprehend and Writing for Expression will positively impact student achievement and will also improve academic performance in math, science and social studies since reading and writing our fundamental skills to express ideas and knowledge

at all grade levels. Professional development and activities that would benefit the staff in working with students to improve skills in English Language Arts include, but are not limited to:

1. District support through Instructional Specialists on Differentiated Instruction
2. Regular, on-going collaboration and communication during Grade Level Meetings.
3. A Directory of Teacher Plethora and model a "Teach One - Get One" process for many of our teachers possess skills in many different areas. Staff needing support in any area will be able to look for support in the directory.
3. Collaboraion time during Wednesdays General Staff Meetings.
4. Opportunities for novice teachers to observe peers.
5. WRESA support through content coaches in ELA and mathematics.
6. Opportunities for to use Differentiated Instruction during Learning Centers and ELA Workshops
7. Share Best-Practices with colleagues in higher performing schools: visiting classrooms and having open forum discussions for "Glows and Grows".

Beginning the fall of 2012, administration will monitor teacher/student progress by implementing short cycle assessments such as STAR, DIBELS, MAP, etc. Administrators and Instructional Specialists will work with teachers to improve students' performance. Teachers will also receive support from Wayne RESA via both an ELA and Mathematics Coach. This will be an on-going monitoring process - always using the most current and relevant data. Short cycle assessments will be given three times per year for ELA and mathematics and student growth in science and social studies will be monitored via pre and post tests as they are aligned with the District's Pacing Charts. Administrators will track this progress and give support as needed.

Carstens new Administration will implement this formal process at the beginnng of the 2012 - 2013 school year. Pre-implementation began under the leadership of the former Administrative Team (Richardson and Jenkins) in the 2011 - 2012 school year. Full Implementation will begin with the implementation of the pre-post tests which are to take place in the second semester of 2012 - 2013 school year.

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards specifically in the areas of MEAP preparation, math, ELA, social studies, science and technology. Lead teachers and/or content coaches will play an integral role in building and maintaining school wide coherence in this effort by facilitating meetings (Vertical and Horizontal) to maintain alignment of team initiatives with school goals and utilize best practices for embedded professional development. Lead teachers/coaches will regularly meet with their teams usually on the second Wednesdays of each month ~ 4:20pm - 5:25p. Their primary focus is improving instructional practices by utilizing data (achievement, demographic, perception, process) to understand when, where and why students are underperforming and how to close the achievement gap. The initiation of Action Research and Individualized Learning Plans (ILP) will build student engagement and allow for group intervention strategies for students who are not performing at expectation. Alignment to Common Core State Standards will be embedded in text, content and process standards in teachers' instructional practices.

Professional Development on common adopted instructional protocols and practices will be addressed school wide and in teams:

Using a common rubric for evaluating student writing

Writing Across the Curriculum (WACKy Wednesdays)

Implementing Stop, Drop And Read (or similar)

Implementing Stop, Drop and Write (or similar)

Designing a Project Based Learning Unit/Activity during the Extended School Year (ESY: June thorough July)

Accessing appropriate reports and collecting and analyzing data

Providing data driven instruction and performance improvement

Utilizing data and/or Interest Inventories to personalize students' individual instruction

Opportunities for additional support to build instructional capacity and school leadership for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by both DPS and WRESA to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed for each semester with input from teams on staff professional development needs to support the implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

We will work toward providing a welcoming environment for all staff within our school. In order to do this, we will hold an orientation for all new staff members and provide a handbook of school procedures and expectations, a staff directory and a map of the school.

To keep all staff members up-to-date, we will design an Informational Board for all staff members of school and district professional development and news. All staff members will receive School Notes and Memos through their Detroit Public School's electronic mail.

To further assist our staff, we will develop and catalog a directory which emphasis the skills, techniques and unique characteristics of the school's staff; this directory can be used as a resource for Carstens' colleagues and possibly develop a school committee which provides information about available resources.

All staff members will have a voice within our school community. This initiative will be implemented by providing opportunities for staff to collaborate within flexible groups. At the end of each academic year, the principal will survey the staff and/or conduct exit interviews to hone in on possible fall placements based on the demonstrated competencies and the development of both their strengths and weaknesses. This will also provide information to document in the teacher's Professional Learning Plan. Open communication and keeping abreast of new and best practices are key components to educational success; therefore, an Educational Book Study with an emphasis on teaching and learning will be developed over the summer of 2014. This will provide school personnel with materials to broaden their knowledge of pedagogical ideas, perceptions and practices and team teaching; select teachers may then have the option to team-teach. Open discussions will be held bi-monthly on various topics and will be selected by Lead Teachers, Instructional Specialist and Detroit's School Administration/Supervisors. Carstens administration is developing opportunities for professional growth to develop career paths for the advancement of instructional leaders and parents.

INSTRUCTIONAL LEADERS

Opportunities for professional growth and ways to seek instructional and administrative responsibilities include the following: cooperating teachers program, instructional leadership and coaching, AP/AEA Boot Camp, etc.

PARENTS

Opportunities for growth and to seek employment within the school community include the following: DPS/LSCO volunteer program, PACSA certification, noon hour aide, para-professionals, graduate assistants, etc.

FLEXIBLE WORKING CONDITIONS

With the support of Detroit Public Schools' Compensation and Benefits Department, Carstens will enhance retention strategies through the District's ability to re-evaluate the existing compensation program to determine if possible inequitable practices exist and make adjustments as appropriate. Plans to incorporate a wellness program to address the needs of DPS' aging teaching population may be considered.

Additional efforts are being made to enhance the existing Family Medical Leave program by including earned vacation time for absences occurring within such a period and/or intermittent FMLAs. The Sick Leave donation program may also continue; this program assists with retention efforts for teachers who are struggling with additional medical related factors.

Finally, the modification of the Teacher Performance review is expected to assist with teacher retention by ensuring that highly qualified instructors are assigned within the District, ultimately and positively impacting the environment for students, staff and the community and within a timely and professional manner.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Carstens will use the District's adopted curriculum for instruction and progress monitoring programs. Programs for progress monitoring the mastery of skills in English language arts and mathematics are utilized and include STAR: Reading and Mathematics, DIBELS and Measures of Academic Progress (MAP); District designed pre- and post tests are used to assess and monitor students' growth in the areas of science and social studies. The data from progress monitoring will be collected in short cycle assessments usually conducted three times annually. A Data Analysis Team has been developed to monitor and conduct analyses as multiple types of data are collected. Members of the Data Team meet at least once per month and include an Instructional Specialist, Title I Teacher, School Level Administrators and the School Improvement Chair and stakeholders whenever possible.

Data derived from State and District formative assessments are obtained annually and currently include the MEAP, NAEP (by random selection) and METS. Data is analyzed and evaluated along-side short cycle and summative assessments. Multiple Data Sources are examined in order to determine the effectiveness of Carstens' Curriculum Implementation including the effectiveness of the instructional facilitation by the instructional staff. Demographic Data helps identify strengths and opportunities for growth in the areas of academics, attendance and behavior. Academic Data examines the correlations between 1) students categorized as general education 2) students receiving special services and 3) gender specific needs. Process Data addresses the correlation between the effectiveness of the Instructional Programs, as it relates to students' growth data regarding achievement. Data analyses are shared with the instructional staff and are regularly reviewed in various meetings which include general staff, grade level and content configurations.

PRIORITY DESIGNATION is based on the following indicators:

Multiple Data Sources have indicated in FY: 2010 - 2011, the five school mergers that now comprise Carstens at Remus Robinson negatively affected school-wide achievement. Analyses of achievement data identified high percentages of students who scored below proficiency levels in all core and continued to trend downwards. Results of perception data showed a decline in positive school perceptions as well. Instructional programs were selected to concentrate on grade level transitions and secondary and post secondary matriculation. English language arts and mathematics are the Foci for Year 1 of a Three Year Implementation Sequence. All core subjects (reading, writing, mathematics, science and social studies) will receive interventions in Year 2 and Year 3 will concentrate on project-based learning.

DATA TRENDS FOR CORE SUBJECTS

English language arts: Reading and Writing

Scores in reading and writing continued to remain below proficiency levels since school mergers in 2010 - 2011. Data analysis using the State's current assessment, MEAP, over a three year sequence indicates that there has been a fluctuating trend in students' performance for reading and writing. The overall percentage of students across all tested grade levels who are assessed in reading and writing (3rd - 8th for reading and 4th and 7th for writing) score in the categories, partially proficient and non-proficient. Similar are the results of other assessments, which include STAR, DIBELS and MAP. Short Cycle Assessments indicate a positive and progressive move with academic achievement; however, a large negative achievement gap continues to exist between Carstens and the District and Carstens and the State.

Mathematics

An analysis of the State's current assessment, MEAP, over a three year sequence indicates a downward trend in high percentages of students who scored within the non-proficient category across all tested grade levels (3rd - 8th) for mathematics. There was a significant increase in the performance level of third grade for the FY: 2013 - 14, which can be attributed to the reorganization of the elementary program in the FY: 2012 -13. Similar, are the results of other assessments, which include STAR, DIBELS and MAP. Short Cycle Assessments indicate a positive and progressive move with academic achievement; however, a large negative achievement gap continues to exist between Carstens and the District and Carstens and the State.

Science

An analysis of the State's current assessment, MEAP, over a three year sequence indicates a downward trend in high percentages of students who scored within the non-proficient category across all tested grade levels (5th & 8th). There was a significant increase in the performance level of eighth grade for the FY: 2013 - 14, which can be attributed to the thrust to increase science fair participation and STEM programs for middle school students compounded with the transient student population. Similar, are the results of other assessments, which include District-wide Benchmarks. Short Cycle Assessments indicate positive and progressive move with academic achievement.

Social Studies

An analysis of formative and summative assessments, over a three year sequence indicates a downward trend in high percentages of students who scored within the non-proficient category in the tested grade level (6th). There was a significant increase in the MEAP performance level for FY: 2013 - 14, which can be attributed to the State's on-line pilot assessment and the thrust to prepare students for a formative on-line assessment compounded with the restructuring of the elementary transition to middle school. Similar, are the results of other assessments, which include District-wide Benchmarks. Short Cycle Assessments indicate positive move with academic progress.

DATA ANALYSIS SUPPORTS THE FOLLOWING INSTRUCTIONAL PROGRAMS:

Analysis of Multiple Data Sources indicates the need for a clear intense focus on teaching and learning in all core subjects with an initial thrust in reading and mathematics for all Carstens students and staff. The incorporation to extend parameters to include a strong focus on science and social studies will begin in Year 2. In addition, a school-wide focus on climate and culture has also been deemed necessary.

Key indicators that support professional development for teaching and learning in reading and math will result in improved student achievement on the following assessments: MEAP, DIBELS, STAR Reader and Mathematics, Accelerated Reading and Mathematics, MAP, Report Cards and other Progress Monitoring tools.

Key indicators that support professional development in school climate and culture are results of: MI STAR Behavior Reports, teacher referrals, parent involvement and academic school reports.

Professional Descriptors for Carstens Academy are designed to:

improve students' achievement

improve instructional leadership

increase quality of discussions in Professional Learning Communities where teachers collaborate on school data and, together,
develop strategies based on results

incorporate technology into all areas of instruction to positively impact student engagement

engage parents in the educational process

increase community awareness of instructional practices

Additional opportunities for professional development and dialogue for the remainder of the Reform and Redesign process include:

- a) The continued implementation of Professional Learning Communities via Horizontal and Vertical Team Meetings which will be held monthly to address the needs of the students and the schools program processes as a whole. There will be a clear, explicit and systematic focus on implementing small, flexible instructional groups at each grade level.
- b) Data for Discussions will be on-going and embedded in school conversations and collaborative settings. These discussions will focus on how on-going data collection, analysis, and discussions can maximize the impact of differentiated instruction via small flexible groups to accelerate learning for all students.
- c) Instructional support provided by Wayne RESA content coaches specifically in reading, writing, mathematics and technology infusion, particularly in how to appropriately differentiate instruction for all Carstens students.
- d) Additional resources to support professional learning activities through Detroit Public Schools (Office of School Turn Around), Michigan State University, Wayne RESA, Renaissance Learning and other contractual consultants that may become necessary or desired at a later date.
- e) General Staff meetings which occur weekly are also opportunities to provide staff professional development in the target areas of reading, writing, mathematics, science, social studies, teaching and learning and culture and climate support.

VERTICAL ALIGNMENT (DISTRICT)

The Detroit District has adopted an instructional program that is vertically aligned with the Common Core State Standards in reading, writing, mathematics and social studies in all grade levels. The Michigan Department of Education has adopted the Next Generation Framework to address standards in science. The Instructional Team at Carstens adheres to the curriculum guidelines and use the District's Pacing Charts for Grades K - 8th to plan, facilitate and assess students in all core contents.

English language arts: Reading and Writing: The Imagine It: Reading Series , SRA-McGraw Hill

The essential concepts for reading and writing for grades K - 6 include the alphabetic principle, print awareness, phonemic awareness, systematic and explicit phonics, comprehension strategies and skills, the writing process and writing skills, spelling and vocabulary and grammar usage which vertically aligns with the essential concepts for reading and writing for seventh and eighth grade found in Prentice Hall Literature, Prentice Hall, which includes the writing process, vocabulary and grammar usage, comprehension strategies and skills.

Mathematics: EnVision, Scott Foresman and Addison Wesley

The essential concepts taught in mathematics for grades K - 6 include counting and cardinality, operations and algebraic thinking, numbers in operation, measurement and data, geometry and mathematical practices which vertically aligns with the pre-algebra and algebraic skills affiliated with Grades 7 & 8.

Science: Harcourt Science, Harcourt School Publishers

The essential concepts taught in the science curriculum for grades K - 8 and stem from the Next Generation Framework include the

integration of the physical sciences, life sciences, earth and space sciences with a literacy component, processing skills, scientific inquiry, technology and math and engineering applications. Foss Kits and supplemental reading materials are used to support the development of science inquiry and processes within the instructional program.

Social Studies: The social studies curriculum books vary in titles and publisher based on grade levels for K - 8.

Each grade level has a selected component which segues into the next creating a vertical alignment between grades and the social studies curriculum. The essential concepts taught in social studies explore the disciplines of history, geography and civilizations, civics, government and economics, families and communities.

VERTICAL ALIGNMENT (SCHOOL)

Carstens' instructional leadership meets monthly in both horizontal (grade level) and vertical (content level) teams to a) review both formative and summative data b) discuss research-based strategies and c) share ideas in order to identify and address students' strengths and opportunities for growth and development. Teachers conduct data dialogues during horizontal and vertical meetings to inform their decisions for customizing the instructional programs for reading, writing, mathematics, science and social studies. Core instructional programs are developed based on students' Individualized Development Plan, which is a learning plan designed to fit the comprehensive needs of each child. Through PLCs, teachers engage in data discussions to assess and review process data of instructional programs, as well as, on academic achievement, successes and challenges in all core subject areas. Small Group Instruction in ELA and mathematics provides a Tier III program to address challenges among students that may cause retention. The plan to incorporate Small Group Instruction as a Tier III intervention in the core areas of science and social studies is currently being developed. Scores in both science and social studies have maintained within the category of below proficiency on all assessments. A monthly calendar will be developed annually beginning in FY: 2014 - 2015 to help inform staff, students and parents of the CCSSs that will be highlighted and assessed. CCSS will be aligned with school-wide strategies throughout all grade levels. In addition to the monthly Instructional Leadership Team (ILT) meetings, Carstens' ILT also charts and graphs multiple data sources and will hold an annual A Year in Review practicum to a) analyze and evaluate achievement and measure progress and b) to ensure that academic alignment and the facilitation of instructional programs are effective.

SEQUENCING: YEAR 1 of a Three Year Cycle

The foci for Year 1 are ELA and mathematics standards and the extension of learning opportunities in all core subjects which addresses Carstens' Big Idea #3.

Extended Learning Opportunity for All Core Subjects

With District support, Carstens will extend its academic school year with normal business operations by four additional weeks; school will conclude the second week in July.

RESEARCH

Extended Learning Opportunities (ELO) - Extended Learning Opportunities Extended Learning Opportunities (before- and after-school programs or extension of the academic year) can provide enriching experiences that increase academic performance, broaden children's perspectives and improve their socialization skills; emphasis is usually placed on improving the academic achievement of students who are not achieving as well as they need to during mandated instructional hours. Research Cited: United States Government Accountability Office (GAO) Washington, DC 20548 (www.gao.gov/assets/600/590054.pdf)

Education (http://www.education.com/reference/article/Ref_Extended_School_Year) --- Chicago Public Schools: CPS

(www.cps.edu/Programs/DistrictInitiatives/LongerDay/Pages/Whyalongerday.aspx) --- United States Government Accountability Office

(GAO) Washington, DC 20548

(www.gao.gov/assets/600/590054.pdf) --- Education Partnership, Inc: EPI (<http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefSpiralCurriculum.pdf>)

ELA: READING AND WRITING INTERVENTION STRATEGIES (Year 1)

Double Dosing

Doubling the amount of class time on a core academic subject raises student achievement and test scores. Block scheduling where students will receive two hours of mathematics (minimum of 90 minutes). Teachers will focus on the CCSS for ELA using authentic teaching and learning methods. Double Dosing addresses Carstens' Big Idea for Extending Learning Opportunities.

RESEARCH

Research and case studies have presented evidence that an extra 30-45 minutes of reading instruction and practice per day improves the abilities of below level performers who were enrolled in lengthier classes and at all grade levels. This technique has been demonstrated to be effective in closing the achievement gap. A purposeful double-dosing approach into core reading instruction increases the potential for all students to become more successful readers in other areas of performance. Building Extended Learning Opportunities, Riley, Richard © 1998: Early Years, Inc. ISSN: 08914508

STAR: Early Literacy and STAR: READING

A progress monitoring and intervention program that utilizes students' diagnostic data to inform instruction based on current and continuous monitoring of their on-going assessments. The on-line program incorporates technology and creates a plan of action that is associated with activities based on each individual student's needs as informed by on-going dynamic assessments.

RESEARCH

"Schools must develop data-driven systems for monitoring student learning that are much more specific and frequent if they are going to succeed on the mission of "learning for all." Assembly Required: A Continuous School Improvement System, Lezotte, Lawrence & McKee, Kathleen, © 2002, Effective Schools Products, Ltd. Okemos, MI 48805

Renaissance Learning: Accelerated Reader (AR)

AR is a progress monitoring software that helps teachers manage and monitor students' independent reading practice in grades K - 8. The software provides additional information to teachers regarding reading rates, amount of reading and other variables related to reading while using technology as a support. This also addresses Carstens' Big Idea #1 to support reading using technology.

RESEARCH

"Schools must develop data-driven systems for monitoring student learning that are much more specific and frequent if they are going to succeed on the mission of "learning for all." Assembly Required: A Continuous School Improvement System, Lezotte, Lawrence & McKee, Kathleen, © 2002, Effective Schools Products, Ltd. Okemos, MI 48805

InsideOut Literacy

A program to engage students in the power of reading and writing: professional writers assist students in the classroom as an ELA supplement to develop self expression, along with the opportunities to publish and perform their work.

RESEARCH

Wayne State University (WSU) State Hall Bldg. 5143 Cass Ave. #225; Detroit, MI 48202

info@insideoutdetroit.org and InsideOut_annualreport_2012.pdf

MATHEMATICS INTERVENTION STRATEGIES (Year 1)

Double Dosing

Doubling the amount of class time on a core academic subject raises student achievement and test scores. Block scheduling allows students to receive two hours of instruction in mathematics (minimum of 90 minutes). Teachers will focus on the CCSS for mathematics using authentic teaching and learning styles. Double Dosing addresses Carstens' Big Idea #3 for Extending Learning Opportunities.

RESEARCH

Research and case studies have presented evidence that an extra 30-45 minutes of instruction and practice per day improves the abilities of below level performers who were enrolled in lengthier classes and at all grade levels. This technique has been demonstrated to be effective in closing the achievement gap. A purposeful double-dosing approach into core instruction increases the potential for all students to become more successful in focused areas. Building Extended Learning Opportunities, Riley, Richard © 1998: Early Years, Inc. ISSN: 08914508

STAR: Mathematics

A progress monitoring and intervention program that utilizes students' diagnostic data to inform instruction based on current and continuous monitoring of their on-going assessments. The on-line program incorporates technology and creates a plan of action that is associated with activities based on each individual student's needs as informed by on-going dynamic assessments.

RESEARCH

"Schools must develop data-driven systems for monitoring student learning that are much more specific and frequent if they are going to succeed on the mission of "learning for all." Assembly Required: A Continuous School Improvement System, Lezotte, Lawrence & McKee, Kathleen, © 2002, Effective Schools Products, Ltd. Okemos, MI 48805

Renaissance Learning: Accelerated Mathematics (AM)

AM is a progress monitoring software that helps teachers manage and monitor students' independent mathematical practices for students in grades K - 8. The software provides additional information to teachers regarding mathematical facts (Math Facts in a Flash) and computational skills while using technology as a support. This also addresses Carstens' Big Idea #2 to support learning using technology.

RESEARCH

"Schools must develop data-driven systems for monitoring student learning that are much more specific and frequent if they are going to succeed on the mission of "learning for all." Assembly Required: A Continuous School Improvement System, Lezotte, Lawrence & McKee, Kathleen, © 2002, Effective Schools Products, Ltd. Okemos, MI 48805

PROJECT SEED

A mathematics program geared to increase the academic performance level of students in grades six and seven while using mathematics and research-based teaching methods to boost learning and academic excellence among urban youth.

RESEARCH

Game-Based Learning applications engage students into competitive and often virtual environments that look and feel familiar and relevant which connect learning experiences with real-life work. Game-Based Learning: Why it is; Why it Works and Where It's Going; Dr. Ambrose,

Susan, Director of Carnegie Millor's Eberly Center for Teaching Excellence © 2012

Game-Based Learning (Academic Games)

Academic Games™ is a series of games designed to test a student's knowledge in several different subject areas. Students compete in games that cover math, English, social studies, & logic. The primary purpose of Academic Games is to make learning fun through competition.

RESEARCH

Game-Based Learning applications engage students into competitive and often virtual environments that look and feel familiar and relevant which connect learning experiences with real-life work. Game-Based Learning: Why it is; Why it Works and Where It's Going; Dr. Ambrose, Susan, Director of Carnegie Millor's Eberly Center for Teaching Excellence © 2012

SEQUENCING: YEAR 2 of a Three Year Cycle

In addition to the curriculum implementation during Year 1, Year 2 also places emphasis on the core subjects of science and social studies. Implementation of Year 1 strategies are simultaneously facilitated with those of Year 2 unless Multiple Data Sources indicate otherwise. Carstens' BIG IDEA #3 to extend Learning Opportunities is addressed by mandating 55 minutes of daily instruction in both science and social studies.

Small Group Instruction

A school-wide strategy to address Tier II and III performance: SGI will be lead by Carstens' Title I Staff and focus on students' IDPs. SGI begins with basic reading, writing and mathematics but can expand across all core subjects.

RESEARCH

Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers: Grades 3-8, Tyner, Beverly, Green, Sharon E.: International Reading Association, c2005, Newark, Delaware: ISBN 0872075745

ELA: Reading and Writing Intervention Strategies (Year 2)

Guided Reading (GR) Library Resource

GR is a literacy program for grades K - 6 to increase literacy skills by selecting and reading books at their reading level. Students complete Accelerated Reading assessments to demonstrate literacy skills.

RESEARCH

Working with small groups of children who have similar reading processes helps to focus instruction. New books are selected and introduced to students to support their ability to read the whole text independently while incorporating teachable points and moments during and after reading. Guided Reading: Good First Teaching for all Children, Fountas, Irene and Pinnell, Gay Su, © 1996 Heinemann, Portsmouth, NH

Silent Sustained Reading (SSR)

SSR is a reading program designed for students in grades K - 8. At Carstens the program is entitled, Stop, Drop and Read. Teachers will block a minimum of twenty minutes of instructional time for leisurely/recreational reading every Tuesday and Thursday from 10:30am to 10:50am. Students will read independently for approximately 20 minutes depending on the grade level and the students' skills and levels of abilities.

RESEARCH

Programs which utilize sustained silent reading--where students read independently during class time--can be a sure-fire way to improve student vocabulary development, literacy skills, and background knowledge. Building Student Literacy Through Sustained Silent Reading by Steve Gardiner © 2005: ASCD ISBD: 978-1-4166-0226-2

Silent Sustained Writing (SSW)

SSW is a writing program designed for students in grades K - 8. At Carstens the program is entitled, WACky Wednesday which stands for Writing Across the Curriculum on Wednesdays. A block of time (at minimum twenty minutes) is allocated each Wednesday morning from 9:30am - 9:50am to engage students in a writing activity that strengthens their stamina for writing and engaging in creative thinking.

RESEARCH

Programs which utilize sustained silent writing--where students write independently during class time--can be a sure-fire way to improve student vocabulary development, literacy skills, and background knowledge. Building Student Literacy Through Sustained Silent Reading by Steve Gardiner © 2005: ASCD ISBD: 978-1-4166-0226-2

The Written Process: 6 + 1 TRAITS

6 + 1 Traits is a writing program that guides students through the 6 Traits of Writing. The program provides students with frequent opportunities to write across the curriculum while strengthening students' abilities to reflect on, revise and redefine their own writing. The program builds skills in grammar, punctuation and its usage in order to develop students' overall literacy skills and addresses the process of differentiated instruction.

RESEARCH

Establishing a Case for Writing Intervention: The What and Why of Expository Writing: Englert, Carol Sue, (c) 1987, Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824.

MATHEMATICS INTERVENTION STRATEGIES (Year 2)

Annual Mathematics Bee for Grades K - 5

The Mathematics Bee is organized to instill and encourage a love for mathematics in elementary students to promote life-long learning as mathematics scholars. This annual event allows for two divisions of competing students: 1st - 2nd graders and 3rd - 5th graders for grade level skills. There are three winners from each division.

RESEARCH

Game-Based Learning applications engage students into competitive and often virtual environments that look and feel familiar and relevant which connect learning experiences with real-life work. Game-Based Learning: Why it is; Why it Works and Where It's Going; Dr. Ambrose, Susan, Director of Carnegie Millor's Eberly Center for Teaching Excellence © 2012

SCIENCE INTERVENTION STRATEGIES (Year 2)

Project - Based Learning (Science Fair)

Project-Based Learning is an instructional program based on students confronting real-world problems that are meaningful and how to address them collaboratively. Teachers will provide students with subject matter where they will select topics for research to promote student-centered learning.

RESEARCH

Reform Redesign Report

Carstens Elementary-Middle School

PBL is an instructional program that implements rigorous hands-on activities that engage and motivate students to learn. Project-Based Learning: Differentiating Instruction for the 21st Century, Bender, William © 2012 Corwin Thousand Oaks, CA

STEM: Genius (Semester II - Pilot the Initiative)

A focus on Science Technology Engineering and Mathematics will be geared towards students in Grades 4 & 7. Students will engage in activities surrounding Rocketry, Underwater Robotics, and Amusement Park Physics.

RESEARCH

Effective STEM schools and programs predetermine the barriers that address students' challenges in meeting standards in science, mathematics and technology. Pro-active schools analyze data and introduce students to computational and critical thinking skills through fun and engaging activities and research. Successful K - 12 STEM Education, National Research Council Washington D.C.: www.nap.edu

SOCIAL STUDIES INTERVENTION STRATEGIES (Year 2)

Project - Based Learning (Social Studies Poster Fair - Pilot the Initiative)

Project-Based Learning is an instructional program based on students confronting real-world problems that are meaningful and how to address them collaboratively. Teachers will provide students with subject matter where they will select topics for research to promote student-centered learning.

RESEARCH

PBL is an instructional program that implements rigorous hands-on activities that engage and motivate students to learn. Project-Based Learning: Differentiating Instruction for the 21st Century, Bender, William © 2012 Corwin Thousand Oaks, CA

SEQUENCING: YEAR 3 of a Three Year Cycle

In addition to curriculum implementation during the first two years of School Reform and Redesign, emphasis for Year 3 includes a continuous thrust towards project-based components for the core subjects of science and social studies. The implementation of previous school-wide strategies is continued unless the analysis of Multiple Data Sources indicates otherwise. Carstens' BIG IDEA #3 to extend Learning Opportunities is continued by mandating 55 minutes of daily instruction in both science and social studies.

ELA: READING AND WRITING INTERVENTION STRATEGIES (Year 3)

MONDO - Oral Language Fluency (K - 3)

Oral Language is the foundation of the primary curriculum. Children explore concepts and construct meaning by talking among themselves and with the teacher.

RESEARCH

The relationship between written and oral language is promoted by developing skills in both domains. Guided Reading: Good First Teaching for all Children, Fountas, Irene and Pinnell, Gay Su, © 1996 Heinemann, Portsmouth, NH

SCIENCE INTERVENTION STRATEGIES (Year 3)

STEM: Genius (Full Implementation)

A focus on Science Technology Engineering and Mathematics will be geared towards students in Grades 4 & 7. Students will engage in

activities surrounding Rocketry, Underwater Robotics, and Amusement Park Physics.

RESEARCH

Outlining criteria for identifying effective STEM schools and programs and identifying which of those criteria could be addressed with available data and research. Successful K - 12 STEM Education, National Research Council Washington D.C.: www.nap.edu

Got SCIENCE

Provides academic enrichment for students through hands-on learning processes to increase student performance on formative and summative assessments; Exposure to CCSS and the Next Generation Framework in a practical, project-based manner with interactive experimentation.

RESEARCH

PBL is an instructional program that implements rigorous hands-on activities that engage and motivate students to learn. Project-Based Learning: Differentiating Instruction for the 21st Century, Bender, William © 2012 Corwin Thousand Oaks, CA

SOCIAL STUDIES INTERVENTION STRATEGIES (Year 3)

Project - Based Learning (Social Studies Poster Fair - Full Implementation)

Project-Based Learning is an instructional program based on students confronting real-world problems that are meaningful and how to address them collaboratively. Teachers will provide students with subject matter where they will select topics for research to promote student-centered learning.

RESEARCH

PBL is an instructional program that implements rigorous hands-on activities that engage and motivate students to learn. Project-Based Learning: Differentiating Instruction for the 21st Century, Bender, William © 2012 Corwin Thousand Oaks, CA

Additional programs that offer a focus on academic enrichment and supplement include:

Readiness LLC - Mentoring, Tutoring

Children's Choir - Cultural Enrichment - Music and Performance Etiquette

Sisters Inspiring Sisters - Girls' Mentoring

Girls and Boys Scout Programs - Mentoring, Tutoring

The Lifting As We Climb - Mentoring, Tutoring

Entrepreneur Works - Mentoring, Tutoring

Pedagogical Solutions - Academic Enrichment - all subjects

Creative Consultants and Educational Solutions - Academic Enrichment

Cranbrook Science - Academic Enrichment for Science

Making Strides - Supplemental Afterschool Program for Grades: 2, 3, 4 & 5

Project Seed - Academic Enrichment for mathematics

InsideOut Literacy - Academic Enrichment for ELA

Selected programs such as Project Seed, InsideOut and Children's Choir began at the start of the FY: 2012 - 13. School Administration, WRESA Coaches, the Instructional Specialist, Homeroom Teachers and Title I Teachers help oversee the success of the academic support programs and make changes as needed.

With the implementation of research-based practices, Achievement Data will eventually display positive upward trends for academics.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

We will use student data to plan instruction and tailor lessons to meet the students' needs. Lesson plans will reflect Common Core Standards, GLCE's and objectives that specifically address students' deficient areas. As these objectives are taught and mastered, the student data should reflect improvement and/or mastery.

Teachers will examine their students' performance on various assessments including classroom assignments and portfolios, pre/post tests, MEAP, Benchmark Assessments, STAR reading/mathematics and DIBELS Progress Monitoring to differentiate instruction which allow students to work at a level which is engaging and not frustrating. For example, when students take a shorty cycle assessment, such as the STAR reading test or MAP, at the Beginning of the Year (BOY), the results provide baseline data to determine a student's zone of proximal development. By assessing students again in the middle of the year (MOY) and again at the End of the Year (EOY), we gain data that is used to determine the optimal independent instructional levels for each student, thier competencies and their weaknesses. The data provides a prescription for instructional practices. Then teacher and student can choose the appropriate level for student growth and success. Full implementation will be begin in 2012 - 2013 and will on-going.

Individual student data is analyzed regularly. MEAP is administered once a year and comparisons in student data are viewed from year to year; other annual anaylses of students' data include school vs. district vs. state. All eighth grade students received and Individual Learning Plan (ILP) and it is recommended that each students in every grade have one on file. Students receiving special services support will receive and Individualized Educational Plan (IEP). An ILP can be shared during grade level and content area meetings (as well as Parent/Teacher Conferences) to assist with the identification and development of school-wide strategies, resources and supplemental assessments that are needed to increase student achievement. Once ILPs are in place, progress monitoring will determine if students demonstrate academic growth. Teachers will make the necessary modifications to class lessons to address differentiated learning as indicated in each students ILP. Small Group Instruction will be provided for students who fall well below grade level in reading and mathematics. Ongoing data dialogues will be conducted and data will be the guiding component to adjust instructional techniques. Community meetings will be held to present school wide data and parent meetings will be held to present students' individual progress.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

An important component of Carstens' plan is to increase academic instructional time. Carstens Academy has the support of DPS' Office of Turnaround Services to provide increased learning time. Students learning time will be increased by ensuring that all students of Carstens Academy has additional learning opportunities beginning in the 2012 - 2013 school year. Increased/Extended Learning Opportunities will be provided in the following three ways:

1. ~ Extended Learning Opportunities (ELO)

Increased learning time has increased with the elimination of early dismissals for common planning on Fridays. Students at Carstens Academy are engaged in 7 hours and 10 minutes of rigor and relevant instruction each day. Every student receives daily instruction in state standards by highly qualified personnel. The Collective Bargaining Agreement (CBA) has been amended to include an additional four weeks of instruction to extend the school year. Carstens' Instructional Calendar will be extended by four (4) additional weeks used for teaching and learning. The Detroit District's Academic Calendar currently extends from September through June. Carstens' first Extended Academic Calendar will begin September 4, 2012 and continue through July 11, 2013, which will be utilized to provide authentic teaching and learning via project based activities and presentations. Under this component additional options may be implemented. Implementation will depend upon funding and other District-wide mandates for curriculum and instruction; each EXY will be held from September through July of the following year.

~ The school year may also be extended for two more additional weeks provided there is adequate funding; these weeks will be analyzed from year to year and will not be mandated. If additional funding is available Carstens' academic school year will conclude at the end of July.

~ Double periods of ELA and mathematics will be offered school-wide. ELA will be provided in a ninety minute block focusing on reading, writing, handwriting and spelling; a thirty minute workshop piece is implemented to focus on small group intensive remediation. Selected mathematics classes will be provided in a two hour block. The first period will focus on grade level core content and the other will be an intensely personalized support period based on assessments and/or students' ILPs.

~ All day Preschool Program Monday through Thursday (9:00am - 4:10pm); this is an increase in instructional hours for preschoolers.

~ During the 2012-13 school year, each student received additional hours of instruction per week due to the modification of the DFT Collective Bargaining Agreement. Teachers' weekly preps have been reduced from five (5) to two (2) in order to provide three additional hours of instruction per week per teacher. This allows for additional support in science and social studies, which are also targeted content for achievement.

~ Leadership and supplemental core courses are designed into each student's academic program. Each student meets with a upper grade level teacher to provide monitoring and a smooth transition from fifth grade through seventh grade.

~ Saturday School is an option. Hours of operations will possibly be 9am to 12noon twice per month. Planning and pre-implementation begins in the 2013 - 2014 school year.

Reform Redesign Report

Carstens Elementary-Middle School

~ Professional Learning Communities will meet bi-monthly and school-wide professional development opportunities can occur every Wednesday from 4:15pm and may extend up to two hours per the Collective Bargaining Agreement.

~ School Improvement Planning meetings are held at least once per month.

~ Additionally, many students in Grades 4 through 8 have been assigned a Leadership or Supplement class for progress monitoring. During this learning opportunity students acquire a variety of educational experiences such as:

Differentiated Learning Opportunities

a) Response to Intervention (RtI): Carstens' students who fall below grade level in reading will be targeted for small group instruction (SGI) by trained personnel. Individual learning Plans (ILPs) will be completed and intervention strategies will be listed and facilitated within the small groups as identified through DIBELS, STAR and MAP results. Students in grades 5 and 6 who have been identified as non-readers with limited decoding and comprehension skills will also be placed in SMG using BURST and other monitoring techniques of the Wireless Generation.

b) Leadership for Transition: Students are paired with the "Rising Teacher" for the upcoming school year. For example, fifth grade students attend a first hour with the sixth grade instructional team. Students and teachers begin to develop a rapport for the upcoming school year. This allows for expectations, assists with classroom management and more importantly it provides an opportunity for teachers to provide for that grade's performance level.

2. Afterschool tutorial and enrichment provided by the 21st Century program. 21st Century will provide afterschool enrichment for middle school students (Grades 6 - 8) in STEM education. Participants will meet Mondays through Friday from 4:15pm - 7:30pm (Small group instruction and enrichment)

3. Afterschool tutorial support and small group instruction will be provided by Carstens instructional team. The program, Making Strides, will be offered Mondays through Thursdays (times and dates may vary) from 4:15pm to 7:15pm. Wednesdays are reserved for staff professional development.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

We are currently engaging parents through monthly parent and community meetings and professional development, pre-recorded announcements and phone calls, parent-teacher conferences, school marquee, newsletters/flyers and progress reports. Semester II of 2014, Carstens will begin hosting monthly parent teacher meetings on the first Wednesday of each month in order to widen the lines of communication. The school marquee, newsletters and recordings highlight upcoming events and school activities involving students and parents. Pre-recorded announcements by phone to parents are intended to emphasize current events and provide reminders of dates and time to increase attendance. Parent-teacher conferences provide a forum for open discussion about the student's current academic status and discuss it for future impact and changes required to meet goal achievement. Monthly parent meetings are intended to raise parental awareness of the more prevalent issues such as bus issues and/or transportation, global inappropriate language issues, school academic performance, and its current status with district and state testing.

Our goal is to emphasize support of family and school in addition to eventually unifying the community. In 2014 - 2015, we will plan activities

for the entire family (parents, guardians and children): Student of the Month, Family Night with Project Seed, Poetry Slam for Creative Writing, a Winter and Spring School Performance. We will also offer parent workshops to educate parents on MEAP preparation, letter and resume writing, parenting skills, and how to help students with homework. In the 2014 - 15 school year Carstens will expand family and community support by offering events such as hustle, movie or pizza night, and math and/or game nights, spring ice cream socials, and trunk and treats night, etc. We will provide an Annual School Academic Fair to showcase students' work and academic progress. With growth additional programs can be developed such as: Donuts with Dads, Grapes with Grandparents, and Pizza with the Principal. We will work towards forming partnerships with organizations throughout the community to help create community engagement and offer academic support for our students. We will utilize Zangle to update parents about children academic status, attendance, behavioral episodes, district-wide announcements and future events.

We will begin to increase community awareness through frequent assemblies where parents are invited to connect with our communities through the police and fire departments, business owners, Chrysler Corporation, Gleaners, faith based organizations and all stake holders within our community. Children will have the opportunity to clean and maintain our school's community through cleaning events.

Administration will oversee the implementation. Pre-Implementation will take place in February or March of 2013. Full implementation will occur at the beginning of the 2014-2015 school year.

Carstens Academy has an active Local School Community Organization (LSCO) who maintain communication and a strong sense of community involvement and ownership. Plans to establish a Parent Advisory Council (PAC-SA) to develop an on-going program to engage parents and community members in daily activities within the school. Parents and community residents will be surveyed to provide input on perceived quality of school services, challenges, needs for academic and home support. Efforts to increase parent volunteers is a priority.

On-line support services are being established to provide up-to-date information and resources to parents regarding their student, school and district. The Parent Resource Center offers parent resources and training for use with on-line reports and utilizing parent/teacher conferences productively. Parent Resource Centers are located in selected school sites. The nearest Parent Resource Center for Carstens is Marcus Garvey Academy located on Van Dyke.

Updates for Carstens Academy will be provided by/through:

- monthly LSCO meetings
- disseminating newsletters and other communiques
- updating and displaying current progress on charts and graphs
- School Messenger will provide school to home contact via telephone, voice mail, text messages and email

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement. This operational flexibility includes making having more control over school budgets, scheduling, and instructional programs. Schools identified as Priority Schools (includes PLAs) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance

STAFFING FLEXIBILITY

Detroit Public Schools has established an Office of School Turnaround for servicing and supporting the High Priority School Initiative and in conjunction with the Detroit Federation of Teachers (DFT) has also established an agreement on hiring, retaining and releasing staff.

CALENDAR FLEXIBILITY

Carstens' academic calendar includes both non-negotiables and flexible activities. Non-negotiables include parent/teacher conferences, mandatory professional development days, extended school year for High Priority Schools. Flexible activities include, but are not limited to, school based professional development, tutoring for students, teaching programs, elective offerings, SIP and PLC meeting dates and times.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

To ensure that each priority school receives ongoing, intensive Technical Assistance and support, Detroit Public Schools will establish has established the Office of School Turnaround. The Office of School Turnaround will provide comprehensive school wide support in Teaching and Learning. This office will effectively coordinate the efforts of school improvement and school wide reform initiatives. The Office of School Turnaround supports the following schools:

- School Improvement Grant (SIG) Schools
- Reform/ Redesign Schools
- MI-Excel Schools
- High Priority Schools (Carstens falls within this category)

(MDE), Wayne RESA, and external educational partner providers. This office will support, promote and monitor all school turnaround efforts and focus on continuous academic improvement through school turnaround initiatives.

The Office of School Turnaround will include the following:

(1) Director of School Turnaround- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Director will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Director of School Turnaround and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process.

Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

Support will also be available through the Statewide System of Support. Through the Statewide System of Support, PLAs will receive additional support and services required to assist schools in successfully implementing each school's respective reform model.

The Detroit District has established an Office of School Turnaround to provide schools that are identified as a high priority school. This office supports HP Schools by providing technical assistance through a partnership with Wayne RESA and Michigan State University. Through this initiative, Carstens will receive coaches in reading, writing, mathematics, science, social studies and school/community culture.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Developed and approved at the District Level with collaboration from teachers, administration and curriculum supervisors.
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Imagine It, Wireless Generation, WRESA, Renaissance Learning, School Improvement Planning <u>Attachment: Carstens' Professional Dev Calendar Semester II</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Extended School Year (District Funded with grant funds) Pre-Implementation of the The Extended School Year (ESY) begins in June of 2013. Carstens academic calendar year will extend by an additional four weeks (June 16 through July 12). Students will receive focused instruction with a project based tangible outcome. Students will also be required to present such projects. Carstens Instructional Leadership Team is in the process of developing an Instructional Focus Calendar to provide authentic teaching and assessment for this period. This year there will be no penalty for non-attendance. <u>Attachment: Carstens BURST SCHEDULE</u>

Reform Redesign Report

Carstens Elementary-Middle School

Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	21st Century, Making Strides, Project Seed, Children's Choir, Band, Computers, Academic Games, WSU Debate. <u>Attachment: Carstens' Enrichment Opportunities</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Morning Meetings (Wednesdays and Thursdays) Grade Level Meetings and General Staff meetings. <u>Attachment: Carstens' Collaboration Calendar</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	The Collective Bargaining Agreement between the Detroit Federation of Teachers and the District of Detroit has been approved and is being implemented.